DOCUMENT RESUME

ED 431 369 HE 032 158

AUTHOR Tillman, Linda C.; King, Joyce Elaine
TITLE Mapping University Assets for Public Scholarship and the Praxis of Community Partnering.
PUB DATE 1999-04-00
NOTE 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23, 1999).
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Community Resources; Cooperative Programs; Course Objectives; Course Organization; Courses; Educational Innovation; Higher Education; Interdisciplinary Approach; *Partnerships in Education; *School Community Programs; *School Community Relationship; *Service Learning
IDENTIFIERS *Asset Mapping; *University of New Orleans LA

ABSTRACT

This paper describes an innovative interdisciplinary course offered at the University of New Orleans (Louisiana) which involved community members as full-fledged partners with students and university faculty in service-learning-by-doing teams. Each student, with the assistance of a faculty member and a community partner, identified an opportunity for community service or an area of need in the community and developed a "map" of the kinds of resources or "assets" available at the university that could be mobilized and made more accessible to the community to address this need. The first section of the paper describes the conceptualization and purposes of the course, as well as the philosophical and theoretical orientation of the course methodology. The second section discusses the innovative participatory method of assessment used in the course and its potential impact on community building. The third section describes a campus-wide forum held to share information about the course. The report concludes with three brief reports on projects conducted by students one on homelessness; one with a nonprofit organization serving elderly, disadvantaged, adolescent, and unemployed individuals; and one concerned with integrating technology into university courses. (Contains 11 references.) (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 431 369

Mapping Universitty Assets for Public Scholarship and the Praxis of Community Partnering

By

Linda C. Tillman, Ph. D.
Jean Vegas
Heidi Lovett
Louvinia Wallace
Lisa Richardson

The University of New Orleans

and

Joyce Elaine King, Ph.D.
Medgar Evers College

Paper presented at the Annual Meeting of the American Educational Research Association

April 23, 1999

Montreal, Canada

BEST COPY AVAILABLE

1

2

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Linda C Tillman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

HE 032 158

Mapping University Assets

> The search for our living role in the struggle must go on, for it is that which fulfills our vocation.
>
> Vincent Harding, "The Vocation of the Black Scholar"

> Tell no lies. Expose lies wherever they are told. Mask no difficulties, mistakes, failures. Claim no easy victories. . .Our experience has shown us that in the general framework of daily struggle this battle against ourselves, this struggle against our own weaknesses. . .is the most difficult of all, whether for the present or for the future of our people.
>
> Amilcar Cabral, Revolution in Guinea

> If you want knowledge you must take part in changing reality if you want to know the taste of a pear, you much change it by eating it yourself.
>
> Mao, "On Practice"

Introduction

Urban universities are being called upon to re-examine their missions and how they interact with and serve their communities. Some faculty and students on the University of New Orleans campus have been concerned about finding ways to make our university a better and more engaged "citizen" of the community. This paper is one outcome of an innovative collaboration among the professors, students and community members who participated in a new interdisciplinary course offered at the University of New Orleans in the Spring of 1998. This course, entitled "Mapping University Assets for Public Scholarship and Community Partnering," involved community members as full-fledged partners with students and university faculty in service-learning-by-doing teams. "Mapping" is a research method that is used in the field of community development to identify the capacities of individuals and/or other resources within a particular community. Each student, with the assistance of a faculty member and a community partner, identified an opportunity for community service or an area of need in the community and developed a "map" of the kinds of resources or "assets" at the university that could be mobilized and made more accessible to the community to address this need. Such assets included forms of knowledge or public scholarship that faculty produce; what and how students learn in the classroom; faculty members' public and community service, staff members' knowledge and expertise, and other institutional resources and university-community linkages.

In the first section of the paper we describe the conceptualization and purposes of the course as well as the philosophical and theoretical orientation of the course methodology. In the next section we discuss one team project, the innovative participatory method of assessment that a faculty member and student used to evaluate the impact of the course on student and faculty learning and its potential impact on community building. This assessment approach illuminates the experiential nature and significance of student and faculty learning and community participation in the course. In the next section, we discuss a campus wide forum which was held to share

information about the course, and to assess impact of the course and the community involvement on the institution and other community agencies. The forum, "*Mapping University Assets with Community Needs*", brought together members of the community, community partners, and faculty, staff and students from the university. We conclude the paper with brief reports on the service-learning-by-doing projects undertaken by three other students. In keeping with the collaborative nature of the course, this paper was collectively written and presents our multiple voices and perspectives, as an administrator, faculty members, students and community participants, in an integrated fashion.

A Search for Vocation: Freeing Ourselves from the Hegemony Within A Transformative Conceptualization

This course was conceptualized as a form of university engagement with community needs and priorities, as a form of faculty development and as a model approach to reform in higher education that engages students, faculty and community members in a form of reciprocal learning for democratic social transformation. The instructor, a senior academic affairs administrator and a faculty member in the School of Education, conceptualized and designed this course in collaboration with a group of activists, community-minded faculty, students and interested community people. The aim was to design a service-learning course that would further the university's outreach obligations by creating a nexus of support for student and faculty engagement with building community within the university and in the city. The transformative aims of the course were represented as part of the university's commitment to "diversity." The instructor was responsible, as an administrator, for leading and integrating "campus diversity" initiatives into the university's strategic planning and faculty development.

The partnership among faculty, students and community members that evolved constituted a radical departure from traditional approaches to community outreach, experiential or service-learning and faculty development. It constitutes what Vincent Harding (1974) called a "search for vocation" that enabled us to recognize, confront and in many instances to overcome the "hegemony within." This hegemony includes the myths of the American mainstream within the academy that faculty and students have internalized myths that have sustained the "splendid isolation" of higher education institutions from the plight of the Black community. This hegemony also includes the miseducation of students and faculty that produces an alienating, anesthetizing ambivalence that many faculty and students experience as they proceed through the academic hierarchy from student to tenured professor.

In contrast these key principles illustrate the course philosophy and its anti-hegemonic theoretical orientation:

Mapping University Assets

-Community building is understood as a process of making "knowledge useable, accessible, and accountable to the community from the perspective of the community."

-Community-mindfulness (Tedla, 1998) is understood as a fundamental aspect of personhood and as a criterion of evaluation to distinguish "schooling" from "education" (Shujaa, 1994).

-Becoming educated involves a continual search for "our living role in the struggle" for the liberation of oppressed people and communities (and ourselves) and it is that "which fulfills our vocation."

-Service-learning-by-doing bridges the gap between learning theory, pedagogical practice and community needs (Maiga, 1995).

The course design permitted students, faculty and community members to address certain questions that follow from these principles: If community-mindfulness (Tedla, 1998) is absolutely essential to the concept of personhood, what is absolutely essential in the university for people who work and study there to express this kind of personhood? What kind of knowledge does public scholarship (as compared to mainstream, so-called "objective"scholarship) produce? What are its characteristics? The course methodology addressed these questions by engaging the participants in critically reflecting upon the development of United States society and current social and global inequities from the perspective of the "radical position" of the Black community (Courlander, 1967; Harding, 1994; Maiga, 1996, "Our Africana Heritage") and from the perspectives of various academic disciplines. Faculty members and community partners and guest lecturers, whose expertise and training encompassed literature, linguistics, history, education, sociology, and theater arts, for example, talked with the class about their own intellectual and social commitments, that is to say, their "search for vocation".

****

Theory, Practice, and Community Outreach: Developing an Assessment Model

Lisa Richardson

We assume that universities have a responsibility to be both institutions that demonstrate an ability to educate their students, and institutions which are active participants in the community. An effective, coordinated effort which includes faculty, staff, administration and students is necessary to create a university culture which values community service. To that end there are three major issues that must be addressed as we endeavor to map university assets for public scholarship and community partnership.

First, within the university setting, it is important to look for ways to institutionalize the kind of learning that emphasizes a reciprocal relationship between the academy and the

community. This requires an examination of university policy and practices regarding community service and service learning opportunities. It is reasonable to ask, "Does the university have an obligation to the community that it serves; and if it does, in what ways can this be accomplished and in which colleges can this best be facilitated?" This inventory of university resources, research interests, and potential for public scholarship is vital when beginning to develop the natural linkages that exist between university assets and community needs.

Next we must consider ways to maximize the experience of service learning for college students. A plethora of examples of successful and mutually beneficial service learning projects that students have chosen exist. Projects can combine students' passion for community service and their desire to be educated in ways that surpass just attending school. As students become advocates on behalf of senior citizens, the homeless, victims of domestic violence, or "at risk" communities, they are given opportunities to critically examine their own philosophy of service and civic responsibility.

Ultimately in order to develop a culture of community service, we must support one another and encourage other faculty members to incorporate service learning into their courses whenever possible. Interested students should investigate opportunities to engage in service learning. Faculty members who are already engaged in this type of work should be encouraged to make presentations, collaborate on publications and offer assistance to other faculty members who are considering using this teaching technique.

It is also important to acknowledge that when attempting to develop assessment criteria based on the concept of service learning, it is very difficult to put a quantitative value or letter grade on the individual and collective experiences of students in a way that parallels traditional schooling. Often what is gained adds to the individuals' knowledge base, contributes to community building and restores our commitment to embrace the challenges of community needs through service. When considering appropriate assessment criteria, we can begin by looking at specific examples and techniques which have been implemented to combine education and community service.

The mapping process itself is one example which has been borrowed from community development practitioners and community organizers who wish to graphically represent their assets and the challenges that they face. A visual representation of potential resources and the needs which must be met helps to conceptualize the dynamic process at work in holistic terms. Our hope is that we can share our individual and collective experiences as a class and make a connection between these particular experiences and present a useful model for other service learning curricula guidelines. Our assessment was based on the following criteria:

Mapping University Assets

The Selection of a Project

Our mapping process was grounded in the desire to ensure that all service learning projects combined student interests with an existing community need. This foundation provided the potential for a mutually rewarding collaboration.

Identifying University Assets

This involved identifying the assets that currently existed within the university. These assets were resources that were readily accessible, and could come in the form of scholarship, faculty-student community service projects, teaching and learning promoted by the university, the expertise of faculty, students and staff, and the opportunity for public scholarship that could be shared with the community at large.

Reciprocity

By definition this step implies a dialectic approach. The reciprocal aspect of service learning reminds us that the university can positively impact the community and vice versa. Faculty members should consider teaching this type of course as a way to combine their scholarly role with their activist role, particularly because these perspectives are often characterized as opposites. This idea raises issues about the importance of deciphering knowledge. We must ask if our actions as scholars support or challenge the status quo. Who benefits from our work? In addition it is necessary to clarify what we mean by "community", and acknowledge there are many different communities that can be served as a result of our work.

Community Voice/Input

Collaboration and our accountability as educators was a major focus. Thus, it was important to include discussions about the purposes of education and the ways that these ideals could be brought to bear on creating wider access to institutional resources. The concept of accountability reinforced the point that service leaning can not be done in a vacuum, and linkages must be made based on reciprocity.

Cooperation With Other Universities

All universities and particularly those within the same geographic region, constitute a community. As members of academic institutions we learned from one another, and it is incumbent upon us to include in our discourse ideas about how to improve our capacity for public service.

Mapping University Assets

Challenges

We must be aware of and attempt to address the challenges associated with service learning community partnering. It is important to be mindful of public perception of the university and its record on community issues. Based on these perceptions, we can approach service learning curricula as a way to strengthen community participation by building trust.. In order to succeed, the energy and commitment of a few individuals needs to be expanded as we move toward institutionalizing organic processes that engage and exchange with community interests.

Community Building

Within the university, community building can be promoted by addressing social justice issues across academic disciplines and re-orienting institutions to the concept of Community Mindedness. One of the challenges for students in a course of this kind is to become familiar with the resources that already exist within the university, but which are often under-utilized by community groups. This provides an opportunity to look at the systems that may need to make information accessible to those outside the university environment.

Sources and Uses of Knowledge

The mapping exercise is an attempt to produce useable knowledge. Unless the work of students and faculty benefit the community, we contend that it is not scholarship in the truest sense. The service learning, community mindedness concept of knowledge emphasized in this class seeks to raise new questions and uses the community as our domain of analysis. That may involve developing new methodologies in different courses as we encourage collaboration and public service for the entire university.

Personal Transformation

Students often are changed by this new way of learning. By combining service with a thoughtful examination of the purposes of their work both in and out of the classroom, and including group reflection and individual journaling, we can see this as an educational intervention for students who have never had this opportunity. As faculty adopt these techniques and tailor them to their own course work, the university, the students and communities will benefit.

Truth Tellin' & Testifyin'

This phrase is a quote from a text that explores the way young people are socialized by emphasizing the need to be forthright as we shape the next generation of leaders. Telling truth means being honest with ourselves as institutions and individuals about our responsibility to contribute to the greater society. Testifying means that we must also be honest about the ways that we must improve. The academy has immense resources at our disposal, and part of telling

truth is using our expertitise to assist community groups when they ask if we are able to helρ them. It is our charge to contriribute to social transformation by using all of our resources and by preparing students to doo the same.

Campus Wide Forum ‹ on Service Learning

In an effort to assesss the impact of the course as well as the faculty-student community partnerships, a campus ı wide forum entitled "Mapping University Assets with Community Needs" was held at the conclusiion of the course. The forum was facilitated by a guest professor from a local university who cooordinates service learning projects in the New Orleans community. A professor from the courrse and three students and their community partners presented the results of their efforts to advoccate a university wide service learning model, as well as their individual partnership activities. AA fourth student discussed the course website which contains a course description, names of ccommunity agencies, a list of university assets, and other information pertinent to community / partnering. In addition, representatives from a New Orleans youth advocacy group were ppresent and discussed their work and gave a description of the ways in which the university is aassisting the agency. Audience attendees came from a variety of areas: university faculty, staff, , and students; community agency representatives; university administrators; and locaal officials. A question and answer period followed the presentations. Participant evaluations ‹ of the forum indicated the following:

-The university shouuld continue to offer courses with a service learning component

-The community dirrectly benefits from community partnering, community minded efforts

-The course can be ı used as a method to identify university assets for community partnering

-The course providdes a significant opportunity for faculty development

The forum was an effecctive method of "advertising" the course to the campus community as well as to representatives frcom community agencies.

****

Addressing Issues of Issues of Homelessness in One Urban City: The University and Community Outreach

Jean Vegas

Introduction

Homelessness is a complex problem which requires resources and involvement from the whole community to be properly addressed. An emergency homeless shelter planned by UNITY for the Homeless and The American Institute of Architects (AIA), is worthy of this community wide level of commitment. Because the future of the university and the community are intertwined, [1] the university cannot afford to not become involved in systematic efforts to address the needs of persons experiencing homelessness.

UNITY for the Homeless is a non-profit organization located in New Orleans, Louisiana

MISSION STATEMENT

The mission of UNITY for the Homeless is to increase the community's organized capacity to resolve the issues of homelessness through open, inclusive and coordinated decision-making, collaborative efforts and funding. Its goals are to assist homeless persons to become self-sufficient and regain self-esteem; to engage in planning and policy evaluation efforts to maximize the use of existing resources; to allow for a systemic approach for tapping significant new funds and encouraging collaborative efforts; and to advocate for policy changes affecting homelessness.

Partnerships

The Service Providers and Professional Association (SPPA) is UNITY's essential partner, and is the driving force behind UNITY'S work. The SPPA is comprised of more than seventy agencies that provide direct services to individuals and families experiencing homelessness. UNITY's partnership with The American Institute of Architects established a homeless project in New Orleans, LA. It will be the national model for a "first stop" point of entry into The Continuum of Care model of services.

Funding Sources

---

[1] Cited in Earnest L Boyer, "Creating a New American College," The Chronicle of Higher Education, March 9,1994, p. A48

Mapping University Assets

UNITY receives grants from government, corporate, religious, and grassroots organizations for Continuum of Care Development. UNITY also has partnerships with academic institutions and national researchers.

UNITY's role is to write and submit applications, enter into a contract with the funding source, execute contracts with the sub-grantee agencies to provide housing and supportive services, issue payments to sub-grantee agencies, provide fiscal and program monitoring to assure compliance and performance, and deliver all required reports to the funders.

Continuum of Care Services: A seamless web of services
Outreach:

Emergency Shelters
Transitional Housing
Permanent Housing
Supportive Services

Education:

Job Counseling and Employment
Health Care
Case Management
Child Care
Americorp Volunteers
Community Voice Mail
Legal Services

Of the estimated 5,000 sheltered and unsheltered homeless in New Orleans

26% (1,300) are persons in families with children
47% (2,350) are single men
14% (700) are single women
13% (650) are unaccompanied youth

Characteristics of persons experiencing homelessness

22% suffer from mental illness
42% have a chemical/ substance abuse disorder
29% of males are veterans
3% of veterans receive benefits from the Veterans Administration
95% of families are single parent households headed by women

Mapping University Assets

Recognized for Continuum of Care Excellence

Both UNITY for the Homeless and the City of New Orleans have received "Best Practices" Awards from The Department of Housing and Urban Development.

Class project

My service learning project began as the mapping of university assets for specific needs identified by UNITY.

1. Economic Impact Studies
2. Innovative Computer Programs
3. Implementation of Welfare to Work program upon completion of the homeless project.

The class project evolved into a meeting arranged through Chancellor Gregory O'Brien's office. This meeting was attended by university administrators, faculty, staff and concerned citizens. Ms. Kay Melancon, Special Projects Director of UNITY for the Homeless, made a presentation about UNITY's vision.

Results of the Meeting

Dr. Mackie Blanton, Associate Dean of Multicultural Affairs and Professor of English was a faculty member in the course. He is the liaison between UNO and Unity for the homeless. Dr. Blanton's television program "Diversity on Common Ground" is a forum for community organizations to present their programs to the public. His office also coordinates intern scholarships.

Dr. Robert Washington, Professor of Urban Planing, will coordinate Urban Planing services in The College of Urban and Public Affairs.

Dr. Victoria Basolo, Professor of Urban Planning, has expertise is housing and she will be available for consultation.

The University is investigating the feasibility of an application for a Community Outreach Partnership Center Program Grant.

Dr. William Galle, Professor of Management, suggested making a power point presentation for the homeless project.

Dr. Stephen Crow, Director of Health Care Management and Professor of Management offered human relations management and arbitration resources.

Mapping University Assets

Dr. Tarum Mukherjee, Chair of the Department of Economics and Finance and Professor of Economics. Dr. Janet Speyrer, Director of The Division of Business and Economic Research and professor of Economics, have done economic impact studies for a variety of organizations and are possible resources for UNITY.

Mr. Mark Stahl of the Metropolitan Division of Professional development has provided meeting space for Life Skills Training for welfare to work clients. His office is available to develop job-training programs.

Ms. Mary Alexander, Assistant Director of Operations at the Children's Center volunteers for welfare to work client programs and was instrumental in the arrangement of meeting space for the Life Skills Training Program.

Ms. Madeline Jones of the Office of Tourism and Economic Development is involved in job-training programs and can offer programs for professional development.

Dr. Ernestine Montgomery, Director of Career Placement is a volunteer in the welfare to work initiatives and is available for consultation.

Ms. Alice Kennedy's office at the UNO Small Business Development has resources to assist the public with entrepreneurship.

Dr. Shengru Tu, Professor of Computer Science, can provide development of innovative computer programs.

Susan Bryson, Director of the Women's Center provides referral services for women. The Women's Center works with interns on projects that address issues that impact the lives of women.

Mapping University Assets

Change in view of community service as a result of the class

In the past I viewed community activism as a privilege that individuals and organizations need to claim as their own. It was an investment in which the activist was paid by the value of the work achieved. Those few who have always taken ownership and leadership of local community needs are no longer enough to contain the human and economic cost of homelessness. It takes a systemic and collaborative plan. This model is what UNITY has to offer the university.

The class resulted in my viewing the University as a microcosm of the community. Within it are examples of the causes of and the solutions to problems in society at large. It became clear that both professors and students need to be paid for any work completed beyond minimal involvement. I was also reminded that UNO is a non-profit organization itself. The task ahead of us is too big for less than institutional involvement. Since the price tag on effective solutions of a problem as complex as homelessness is high, even the most altruistic scholar is more effective with adequate grant funding.

In *No Humans Involved, An open letter to my colleagues*, Dr. Sylvia Wynter states that the homeless, among others, have no bargaining power and she holds institutions of higher learning accountable for N.H.I. categories and their resulting consequences. She holds her colleagues responsible for the creation of new knowledge relevant to current social needs. [2] The positive response from the UNO community to Ms. Melancon's presentation was in great contrast to the intellectual neglect that Dr. Wynter describes in No Humans Involved. Yet the reality of contemporary society is that it will be expensive to counteract the causes of homelessness. Yet to not do so is a choice that we cannot afford.

****

Mapping University Assets for the Enhancement of An Existing Community Partnership

Louvinia Wallace

Introduction

Two general expectations that I have for my educational experiences as a doctoral student are that they would be liberating and functional. As a result of these experiences, I want to acquire skills, knowledge, habits of mind, and the motivation to become an effective educational leader who can challenge the complex issue of schooling for African American children and to bring about a new social order with respect to this whole process.

---

[2] Wynter, Sylvia "No Humans involved": An open letter to my colleagues. Voices of the Black Diaspora, 1992, 8, (2) 13-16.

Mapping University Assets

The educational experience that was afforded to me in this course was definitely liberating and I was given the opportunity to address a real community need, to contribute to community building and social transformation, and to enhance my knowledge and appreciation with regard to community knowledge and cultural production. This experience has also heartened my resolve to insist on, and to provide others with learning experiences that embody this philosophy or to question why it does not or cannot happen.

Partner Profile

The Treme Community Education Program, Inc. (TCEP) is a community based non-profit organization that provides a wide range of services and training to the community's elderly and disadvantaged citizens, pre-adolescent and adolescent youths, and unemployed adults. A seven-member board of directors provides leadership, sets policy, and secures resources that strengthen and stabilize the program's overall operation. The activities of the program center around three integral components: **Harmony House Senior Citizen's Center, Treme Youth Development Center** and the **FIND WORK Program**.

Harmony House participants are 60 years of age and older. They are provided a full range of activities and services which include: weekly classes in physical exercise, yarning, dancing, ceramics, and computers; field trips to museums, theaters, art galleries, and nearby cities; and monthly birthday and holiday celebrations. From TCEP's partnership with the New Orleans Council on Aging, the participants are also provided daily pickup and drop-off from home to the center, daily meals, advocacy in securing available social services, and transportation to shopping malls and food markets. The center has an Advisory Council that advises the staff and the board of directors on matters of importance to the program. The center also has a monthly newsletter, Voice of T.C.E.P., which spotlights participants and program activities as well as cultural and community interests.

The goal of Treme Youth Development Center (TYDC) is to deter youths from delinquent behavior by holistically addressing their needs academically, socially, culturally, morally, and physically. The center operates academic year and summer components for youths between the ages of six (6) and sixteen (16). The center offers a structured environment in which youngsters can upgrade academic skills, build self-esteem, learn respect for self and others, develop positive interpersonal relationships, and learn and effectively apply the principles of conflict resolution. Services provided include homework assistance, mathematics and language arts instruction, counseling, computer skills, recreation, nutrition, arts and crafts, and field trips.

FIND WORK is the newest TCEP program. Participants in this program are provided training to develop skills needed to effectively transition into the workforce. Once participants complete the training component, they receive job placement and follow-up.

Mapping University Assets

Partnership Development

This community partnership began over twenty years ago when the program's executive director was a student in a freshman mathematics course that I taught at Southern University at New Orleans. He invited me to become involved with a political organization in the Treme community, where I was a resident at the time. I became involved in screening candidates for political office, coordinating worker assignments on election days, and completing the election day payroll. The partnership evolved over the years to its current status. In addition to serving as the secretary of the TCEP board of directors, I provide the director of the youth program with technical assistance and with current educational information and resources.

Accomplishments: Past, Present, Future

Two major accomplishments of this experience were: (a) educating, communicating, positioning, and cultivating the university community at every appropriate level to the purpose, vision, goals, and needs of TCEP; and (b) the identification of available university resources that could address these needs.

Utilization of University Resources: Past, Present, Future

University resources that have been utilized include the Small Business Development Center and interns with the Gerontology program in the Human Performance & Health Promotion Department. Future plans involve the utilization of University resources that would assist with the Youth Development component.

Impact of Class on my Thinking about Community Service

The major impact that the class has had on my thinking about community service is that community service is not something that you do for the community but it is something that you do for yourself. Shirley Chisholm summarized this thought quite well when she said, "Service is the rent that you pay for room on this earth."

As a result of this learning experience, I was compelled to conduct a personal audit to determine whether I am contributing to the crisis in my community or to the solutions it urgently needs. The importance of reciprocity was one important aspect of my thinking about community service that was illuminated. Community service helps to develop *yilougnta (*community-mindedness) and to mine expertise from any knowledgeable, competent, willing resource.

The class has definitely impacted my thoughts about leadership. Benny Sato Ambush suggests a World of Event communal approach in exercising responsible board leadership. World of Event thought is exemplified by a non-technological social order that embraces symphonic relationships. The work culture is horizontal or spherical in nature rather than hierarchical and sees power as a

tool for effecting change rather than as a vehicle for dominance. Leadership is a collectively dynamic process which synthesizes the collective human experience of all participating parties. Authority rotates according to the demands of the circumstances at hand. Knowledge is respected regardless of its source, and is more likely to come from those with core direct experience.

This approach to leadership could work equally as well as I serve the educational community and work toward changing the existing social order.

****

Mapping Technology Assets for Scholarship and Community Building

Heidi Lovett

My project for the service learning course involved the coordination of workshops for faculty and administrators to showcase their expertise and discuss their experiences integrating technology into their courses. Under the immediate supervision of the Associate Vice Chancellor of Academic Affairs and Diversity Programs, all Deans were solicited for the names of faculty and staff who wished to give presentations about the challenges, successes, and new discoveries using technology. The workshop series was entitled: Teaching and Learning Using Technology. The title was a significant attempt to attract professors from various disciplines to present and/or attend the workshops. The title was also intended to forecast or envision technology as a tool for teaching AND learning.

Extensive Internet research was conducted using UNO's peer institutions as designated by the Southern Regional Educational Board. As a result, four technology models related to teaching were found. The information technology model was found in southern institutions where separate or additional facilities and/or personnel have not been allocated to cultivate teaching and learning through technology due to a lack of existing expertise or financial resources. The information technology department or division controls central computing for business operations and student usage. A technology learning center and the center for academic technologies are two teaching models which attempt to provide the most comprehensive and coordinated efforts tailored to the needs of faculty and staff. Several north and northeastern states had dedicated labs, equipment for travel and other unique resources available. The post tenure model was the least common and offered the most specialized topics focused on questions about student learning theories and considerations for further research.

Interaction

All recommendations received from deans, faculty and staff self nominations were selected as presenters to give workshops. Workshop participants included UNO faculty and staff from all divisions, colleges and departments. There was no fee involved. Participants were encouraged to attend as many of the workshops as they wished. Topics were defined by workshop presenters.

Mapping University Assets

Technology was explored through multimedia (Hypermedia and Production & Multimedia for large classes), distance learning (Distance Education Compressed Video & Distance Learning), the Internet (UNO Web site as a resource & On-line Quizzes) and software application (Using MS Front Page to Build A Web site). Faculty knowledge and involvement ranged from the novice to experienced user. Workshop levels were assigned to each course and the recommended prerequisite knowledge needed to actively engage in the session. General Interest - No computer skills required; Teaching Applications – Basic computer skills expected; and Specialized Topics – General understanding of the Internet and basic computer skills. Of the 100 faculty and staff participants surveyed, 35 faculty and staff attended General Interest workshops; 44 attended Teaching Application workshops, and 21 attended specialty workshops.

Coordinating the workshops was challenging in two distinct ways. First, faculty and staff had limited experience in sharing information with other faculty members outside of their college. Presenters were encouraged to, but did not attend preparation workshop meetings organized to establish common guidelines (i.e., bringing handouts for participants) Presenters did not take advantage of teaching support which could affect the quality of instructional delivery. Besides working around and beyond the culture of the campus, there were many logistical challenges encountered. The problems ranged from insufficient resources owned by one department and operated in the same building to presenters being unable to demonstrate on-campus on-line resources because Internet traffic was too heavy.

Results

Through a likert type survey, the following faculty and staff needs were determined:

-Student Access: current versions of software in all student labs, antiviral software on all student computers

-Equipment for Teaching, Research & Advising: more technologically-enabled classrooms, more computers in the faculty resource room, a working computer in all offices

-Equipment for Professional Development: hands-on training classes to use software, presenters with the ability to clearly articulate technology without; using technical terms; copyright seminars

-Knowledge of Technology Benefits: advantages related to subject matter

A common concern of faculty and staff was what types of awards, rewards or incentives available for presenters who shared their scholarly work and expertise. A small stipend of $200 was given to each presenter for textbooks, equipment or travel related to their field of study but not necessarily for technology.

Mapping University Assets

Numerous programs have been developed to encourage collaboration. As a result of this workshop, the university has hired personnel and purchased additional equipment to provide the following incentives: hands-on assistance with a student or another faculty to develop a web site, upgrading an existing computer, and upgrading peripherals (e.g. faster modem, bigger monitor, laser printer, color printer, scanner). Further research is needed to consider a reward and an award model related to technology, faculty development to include technology and tenured/experienced faculty model and a technology model for institutions to determine what is acceptable and necessary to meet their campus needs and remain competitive .

References

Boyer, E. (1990). Scholarship reconsidered: Priorities for the professorate. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Boyer, E. (1997). Scholarship Assessed. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Checkoway, B. (1997). Reinventing the Research University for Public Service. Journal of Planning Literature, 11(3), 309-319.

Courlander, H. (1967/1993). The African. New York: Henry Holt.

Harding, V, (1974). The vocation of the Black scholar and the struggles of the Black community. HER Monograph.

Lynton, E. (1995). Making the Case for Professional Service. Washington, DC: American Association for Higher Education.

Maiga, H. (1995). Bridging Classroom, Curriculum, and Community: The Gao School Museum. Theory Into Practice, 44(3), 209-215.

Ramaley, J. (1995). Preparing the way for reform in higher education: Drawing upon thee resources of the community-at-large. Metropolitan Universities, 6(3), 29-44.

Shujaa, M.J. (Ed.) (1994). Too much schooling, too little education: A paradox of Blackk life in White societies. Trenton, NJ: Africa World Press.

Telda, E. (1998). On the path to personhood: Teacher as elder, family, community builder. Raising Standards, 6 (1), 31-38.

Wynter, S. (1992). No humans involved: An open letter to my colleagues. Voices of Blaack Diaspora, 8(2), 13-16.